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H I G H S C H O O L A T H L E T I C S

Graduation Thesis

of

Edward Lawrence Washington, B. S.

Department of Physical Education

In Candidacy For the Degree Of

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Thirty Fifth Annual Commencement of

THE YOUNG MEN'S CHRISTIAN ASSOCIATION COLLEGE

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P R E F A C E

The following material on High School Athletics was collected from collateral readings, lectures and text books while I was a student in the School of Athletic Coaching at the University of Illinois. Many of the facts mentioned received hearty approval from the Professors of Physical Education, Teachers' College, Columbia University during the past year.

I feel especially indebted to Professor Belting, now of the University of Iowa, Professors Staley, Stafford, Watson, Huff, Zuppke, Lundgren and Gill of Illinois, because of their valuable lectures on this subject.

E. L. W.

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HIGH SCHOOL ATHLETICS

I.

Definition of Physical Education.

Physical education is "that direction of motor activity by means of which we develop indirectly the mind in so far as it directs the character in so far as it controls the physical nature; and directly the body; its structure, functions and powers." "A very casual survey of the present status of high school athletics must convince the observer that their supporters divide themselves by their attitudes, motives and ideals into two groups widely divergent from, if not positively antagonistic to each other. Probably the best method of classifying these groups is on the basis of the apparent motives that seem to prompt the attitudes that characterize them."

II.

Attitudes.

"On this basis we should promptly designate one of the groups the 'educational motive' group. The educational motive impels those who hold and advocate it to deal with athletics much as they deal with any other subject of the curriculum. They analyze their activities and outcomes and administer them in such a way as to promote the growth and development of those commonly accepted ideals that seem essential in a democracy. The primary interest of this group is in the physical and moral welfare of the participants."

"The second group consists of those who from a variety of motives such as community, institutional or personal prestige,

the commercial motive, the desire to conciliate or influence certain 'interests', public entertainment, etc., transfer their interests almost wholly from the participants to the spectators and patronize and judge athletic games exclusively from the spectators' point of view."

III. History.

The history of human activity dates back to the years of Greek and Roman supremacy. During and since that time we have had four distinct modes or so-called systems of attaining desired results relative to physical perfection, and the results of this physical perfection. First, we had the ascetic, one who devoted himself to a solitary and contemplative life, subjecting himself to rigid self-denial and rigor. In other words, he practiced what was called asceticism with the belief that the subjection of the desires of the flesh were absolutely necessary to the soul and spirit holding the supreme place in the individual's life. Next, we had aestheticism or the development of the body merely as an expression of the beautiful. Exercise of all kinds was taken for the sole purpose of developing the body into a perfectly formed physique with grace, skill, and patience. The athlete was unknown as such. Physical education was an organization for all instead of a few. Contests were not engaged in so much for the purpose of winning as for the development of the body. We have the Pantheon games in which men engaged in such activities as running, jumping, discus and javelin throwing, and hand to hand battles of all kinds, especially wrestling. Hunting was also an activity

that was engaged in quite extensively. The next system that was developed was in connection with the military activities. As an example of this we may speak of the age of knighthood. The young boy was taught to ride before he was seven years old. From this time until he was fifteen he was required to practice with the sword and sticks in preparation for games, tournaments or war. It was also necessary for him to have a thorough knowledge of the art of hunting, skill in boxing and wrestling, and the ability and stamina to remain in the saddle for many hours at a time. After having proved himself worthy of the title of knighthood he might be admitted to that order.

The present system might well be called the "modern scientific." This is a combination of the Swedish, German and British systems and had its origin in the belief that to work the mind was to work the body. The idea being to train the mind and the body to work together harmoniously.

We have the introduction of physical education into the secondary schools along about 1825 or 1830 and into the high schools in 1890. The ideals and practices and development of athletics and playground activities with the two-fold aim of physical and social betterment has been especially marked in America since 1890. Football was first introduced as an intercollegiate contest about 1875, and its popularity waxed strong until 1885 when both school and society began to realize the necessity of civilizing and humanizing it. For thirty years this struggle to reform football was continuous and strenuous.

But today football is probably the best of all the interscholastic sports, although it possesses some inherent evils that will always necessitate very careful supervision and guidance.

The two phases of the aims of physical education have already been stated and each has its proper place and should be appreciated as a means for the accomplishments of certain ends. Each should be given sufficient but not undue prominence. "A just balance of emphasis and a wise choice of the means for the accomplishment of these ends will make a course in physical education eminently successful; while a neglect of either will mean that the course will neither reflect credit on the school nor will it achieve the results which should be expected. The spectacular type aims at popularity for the contestant, the coach, and the school; the developmental aims at the good of the individual. One seeks the applause of the spectators, the other the reward of a hard-earned 'well done'; one subordinates the individual's welfare to the gate receipts, the other considers the individual of greater importance; one helps the student in order to magnify the sport, the other uses the sport to help the student; one makes the sport the end and the student the means, the other makes the sport the means and the student the end."

IV. Complications.

For a time let us consider some of the implications that

we find in each phase of the above mentioned aims. First we shall consider the implications that we find in the second mentioned phase. "You will recall that in the earlier period of educational development athletics were frowned upon by educators, and even when a tardy and somewhat grudging recognition was accorded them, they were not taken into the bosom of the school home and treated as a member of the brotherhood of educational subjects. But they were maintained as a sort of excrescence upon the school system. In general they did not participate in the distribution of school funds. They were left to shift for themselves and in thus leaving them to shift for themselves the school authorities played directly into the hands of certain self-seeking individuals who immediately undertook the exploitation of school athletics largely for commercial purposes. It happens that we are so constructed that nothing makes a stronger appeal to our interests than a contest and I suspect a contest of physical forces is, in our present state of development, the most appealing type of contest. Consequently the type of entertainment which school athletics afforded met with a response which very promptly placed athletics on a plane with great financial enterprises. Receipts of several thousands of dollars at a single intercollegiate football game were very common and \$100,000 for the season not rare. High school athletics similarly, though in somewhat lesser degree, were thoroughly commercialized.

"Now to maintain this commercial and financial prestige it is absolutely necessary to cater to the interests of the

spectators. And I do not hesitate one moment in saying that all of the worst evils of school athletics have grown out of this necessity, real or fancied, of catering to the interests of spectators. There are some minor evils that seem inherent in the activities themselves. But the evils that bring reproach upon school athletics and render them difficult of administration, have developed from this one cause. For the primary demand of the spectator is for a winning team. Educational values, character building, social ends do not enter into his thoughts. He is a violent partisan whose enthusiasm for a winning team overshadows all else. Very frequently his enthusiasm and partisanship are not satisfied with a mere observation of the game, he must multiply the thrills by placing a stake on the outcome. Thus gambling is introduced and the demand for a winning team becomes even more insistent and vociferous."

In the above quotations we have the words of Mr. C.W. Whitten regarding our present state of athletics in relation to the financial phase of the situation. We realize that in the past commercialism, the making of the financial interests connected with interscholastic activities of great importance has been a serious handicap to the athletic program. However, let us consider the advantages to be gained through large sums of money collected from the general public who are interested in all forms of athletic contests and contribute to the support of the team. In a particular school which I have in mind enough money was earned during one season of football to supply sufficient funds for the carrying on of all intra-mural

sports as well as defraying the expenses of the team and contributing a large sum to the treasury of the athletic association. I believe that in the future commercializing will be minimized and the funds collected from athletic contests will be gladly received by all those interested and they will see that it is absolutely fair and good sportsmanship and the interests of the individual have not been forgotten.

V

"Educational Motive."

Mr. C. W. Whitten makes another statement along this same line. It follows: "Again let me say that by no means all spectators take the destructive anti-educational view I have described. Many of the regular patrons of the games, especially parents, take an enlightened and progressive attitude toward athletics and are willing to do all in their power to promote the real character-building attitude on the part of the players, instructors and spectators. Unfortunately, here as in many other good causes, while patrons of this class may be strong numerically, they are frequently in minority vociferously. And thoughtless people, who after all constitute a large portion of the population, are prone to be influenced by clamor rather than by reason. Never-the-less, I believe the first thing that educators should do is to mobilize this sentiment for wholesome athletics and use it as a nucleus around which to build up a corps of intelligent backers for the educational program. I can name a score of influential men and women in my town who are well qualified



by reason of ideals, intelligence, and qualities of leadership to take the initiative in such a movement. The school must start a back fire of intelligent loyalty that will extinguish the flames of commercial exploitation, illegality, gambling and the 'Win by any Means' ideal."

"There is no reason why athletics cannot be utilized to afford a high order of clean and intensely interesting entertainment without in any degree sacrificing the educational interests. But to accomplish this, teachers, pupils, parents and the whole community need to be educated up to the possibilities involved and need to get firm hold on the proper ideals. "

"There must be developed amongst the school people themselves a sane and constructive attitude toward athletics. All too frequently teachers are imbued with the idea, so prevalent amongst people in general, that athletics are not an integral part of the educational program but a sort of excrescence upon educational procedure to be boosted or tolerated or condemned according to the individual tastes or prejudices of the teacher. Teachers, and particularly high school teachers, must make a serious study of the proper place of athletics in the educational system, and then get together in a genuinely cooperative effort to put and keep them in that proper place."

"And then, as a corollary of the proposition I have been maintaining if it is true that athletics, especially interscholastic contests, are a legitimate feature of high school education, eventually they must be put upon the same financial basis as other items of the curriculum. I confidently believe

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that many of the evils of interscholastic athletics are due to the necessity of making them "pay." If the games are to pay, the interests of the spectators must always be catered to. In many communities the destructive influences endeavor to usurp the control of high school athletics through according or withholding financial support. I think it is almost as absurd to demand that athletics be made to pay their own way as that classes in Latin or Chemistry or Agriculture be made dependent for their support upon admission charges to entertaining displays of their activities. I do not overlook the fact that athletic contests have an entertainment content superior to that of most educational activities. I have no doubt that schools will continue to avail themselves of the opportunities of income thereby afforded. But I suspect the ideal situation would be for boards of education to assume entire charge of the costs of all such activities and make all contests absolutely open and free to all comers. It is claimed by some writers that the freedom of English boat races from the evils of gambling, commercialism, professionalism and all unsportmanlike tactics is due in part, at least, to the fact that they are open and free to all who desire to attend. They do not have to pay out."

Professionalism in high school athletics presents a problem which has occupied the attention of coaches and athletic directors for years. Recently, and more especially during the reorganization of athletics after the war, the problem has taken on greater magnitude and larger significance because of the rapidly increasing general interest and because of the very

keen competition that has developed. The problem has grown to be of very vital importance not only to athletics, as such, but to the entire school system. It is no longer a matter about which only coaches and athletic directors are concerned. High school principals, high school faculties and even laymen are very actively concerning themselves about it. The public press is filled with arguments for and against permitting college athletes to use their athletic skill for gain and the problem is often the topic of discussion wherever followers of athletics come together. This publicity is common regarding the high school problem to a less degree.

If all forms of athletics are to be considered on the same basis, as they must if we are fair and just, then the question takes on greater significance. The problem is not merely a question of whether or not high school athletes are to be permitted to play baseball for money during the summer. Much more is at stake. Followed to its logical conclusion the answer to this question will determine the whole nature of scholastic athletics in the future. Answer it in the one way and it is only a matter of time before our high school teams would be composed of a more or less isolated group of professional athletes. Answer the question in the other way and we will continue to have high class amateur athletics which will be an important part of every student's life and an activity in which each student will have an equal opportunity with every other student. The answer is obvious. We must have amateur athletics. To attain these ends the program in our high schools should be such as to make



participation as nearly universal as possible. "Athletics for all" should be the aim. Each student should have an equal right and opportunity with every other student to participate.

Another objection that is sometimes raised against high school athletics is that the professors have shown leniency in dealing with varsity athletes who have been deficient in their academic work. No doubt in some cases this has been true but as a general rule professors who are sincere in their work will not resort to this practice. We have a very striking example along this line in the case of Washington and Jefferson. Two professors were dropped from the faculty because of their failure to give passing marks to two varsity athletes who were deficient in their work. As a result drastic steps were taken by the association and the men were reinstated. However, Washington and Jefferson suffered serious condemnation as a result and collegiate athletics in that institution as well as others suffered a serious setback.

"One of the most notable misconceptions of our time is that which holds the school greatly indebted to the athletes for their activities. On the contrary, as a general thing, no other class of pupils is accorded as many favors or granted as many privileges as the members of athletic teams. Special help in studies, many absence permissions, special concern on the part of both pupils and teachers, and the expenditure of thousands of dollars, much of it in providing splendid outings for the teams, are a few of the privileges and favors accorded. To be sure they must pay by submission to a rigorous and persistent

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course of training. But even this is a special privilege for which they are really indebted to the school could it be viewed in the right light. I believe parents and teachers would do well by their schools and communities if they would cooperate to convince all school athletes that they are the recipients of many special favors and that the school is entitled to their best efforts and most loyal support. "

"Another popular misconception is that many boys are lured to school by the athletic activities. Now, unfortunately, I have no statistics on this point but I am thoroughly convinced that there is very little in this claim. I have known very few boys who have been thus kept in school and the few I have known would probably have been as useful to their families and to their communities had they been engaged in some productive labor outside of the school. Very few boys or girls of real merit need the lure of special favors of athletics to keep them in school. Moreover, this lure insofar as it has served to attract boys and girls to high school, is becoming less and less needed. In these days of strenuous competitions, boys in general, while they appreciate and joyously participate in the play of the school, yet fully realize the importance and desirability of the other features of the curriculum. If we really desire a lure to attract boys and girls to the high school we should see to it that the curriculum is of such a character as to appeal to the practical sense, the real feeling of need that is very strong in the consciousness of high school boys and girls especially after the first year."



To summarize the various phases of the question as we have been discussing them I believe we will see that the greatest evils of high school athletics and the greatest obstacles for utilizing men for the highest educational functions grow out of the conflicting ideals of those who stand for "athletics for education" and those to whom they mean chiefly a physical conflict designed as a spectacle and a producer of thrills. The latter mentioned utilization of interscholastic athletics causes the evils that we have mentioned, the principle ones being professionalism, leniency on the part of the professors, the financial basis upon which our athletics have been too much dependent, and that students are lured to school merely because of their athletic prowess.

After having discussed the situation from the view point of those who seek the entertainment, and applause of the spectators let us turn to who seek the recreation, education and development of the individual.

Boys go to high school, or are sent to high school by their parents, primarily to secure an education which will enable them to become better fitted for life. Athletics are and should ever remain a contributory factor to this main object of high school training. When a program of athletics is made an end in itself, a large part of the benefit ordinarily derived from athletics is immediately lost. In order that the main purpose of high school training may not be lost sight of, high schools should carefully control their athletic programs. No physical instructor or athletic coach can afford to overlook

the main purpose of high school training or the proper relation of athletics to that purpose.

Under proper control, athletics have a very important part to play in the training of our high school students. Many lessons that are a valuable and essential part of a high school boy's preparation for life can be better and more easily learned on the athletic field than anywhere else. The sacrifice of self to a group or institution for the attainment of a common goal is the first lesson taught by athletics. This means cooperation, team play, loyalty, and service. In games that require teamwork, when the choice comes to one between conflicting interests of the team and self, the latter must be made subordinate. The thing to be done must be done in accordance with the plans and for the sake of the organization. The individual who sacrifices the team for self is automatically and summarily ostracized. He has failed to meet the crucial test.

The qualities of determination, will power, persistence, and courage, both physical and mental, can nowhere be more easily acquired than on the athletic field. The ability to summon all of one's forces, physical, mental, and moral, to work in smooth coordination for the accomplishment of a given task, and the initiative necessary to direct these forces are attributes very strikingly developed by athletics. Self-confidence, self-control, poise, alertness, aggressiveness, these qualities and many more are brought out by athletics. Not only the participants in inter-school competition but all the students of the school benefit by a well conducted program

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of athletics.

Inter-school athletics create and to a large extent maintain the interest in athletics in general, thus furnishing not only the example but also the incentive for the participation of large numbers of students who play on the inter-room and inter-class teams. the annual report of the Public Schools' Athletic League shows that during the past year 25,422 boys took part in intra-mural athletics, as against 2,726 boys participating in inter-school athletics. All of these profit by the recreation and physical exercise and their attending benefits. To say that this benefit would have been as great or would have accrued to anywhere nearly as many were it not for the incentive and support of inter-school athletics, would be to deny an obvious fact.

Athletics benefit even those who do not participate at all. (a)With the examples before them,all tend to hold in higher esteem the qualities of determination, service, loyalty, etc., which are fostered by athletic competition. (b)Athletics bring out the entire student body and focus the attention of every individual on the one particular object. The inspirational value of thus feeling part and parcel of so great a throng is intangible and immeasurable, but none the less real.

Those who love athletics, and those who have in their hands the guiding of this very important phase of high school life must ever be on guard to keep our great American games clean from any of the influences which threaten to destroy them. A physical director or coach must never permit himself to be dwarfed to a narrow perspective or a "win at any price" policy.

He must ever keep before him the great purpose of athletics in our high schools and must strive always to further that purpose. This is a job requiring the best efforts of clear headed, cleanly alert, courageous men and women who will take to their task every faculty in their power properly to prepare boys for the business of life.

Another one of the chief functions of high school athletics is an aid to the upbuilding of school morale. An article by T. C. Hart on this subject follows in part. "Properly conducted, high school athletics can do a great deal for any school. I have seen school boards which were opposed to spending the necessary amount of money to properly equip their athletic teams, and I have seen those teams go into competition with well equipped teams and be badly beaten, not so much because of inferior ability but simply because they were beaten before they ever took the field. They knew their Board did not believe in athletics, that every cent spent on their equipment was begrudged them; they knew they were far inferior in equipment to their opponents; their spirit was far below that of their opponents; and the result was that they took the field and played in an apologetic sort of manner that was no match for the dash and enthusiasm shown by the well equipped team whose school officials were with them and whose school spirit was of the best.

"Where school athletics are carefully conducted there are certain requirements in studies which have to be met before the athletes can represent their school. If a boy is a good athlete

he has got to keep up a certain grade in his studies in order to be able to compete in athletics. The stimulant of wanting to play on the school teams is often the necessary incentive to better scholastic work on the part of many boys who otherwise would be rather indifferent in their studies. "

"Right there is one of the advantages of athletic competition. It encourages the boys to keep encouraging each other. They all want to see all the rest in the game and knowing that all have to meet a certain grade in studies it generates team work in school work as well as on the athletic field. "

"Another thing,--athletic competition builds for manhood. It teaches the sacrifice of self for the good of the team. It puts poise and judgement into the young fellows and the more poise and judgement the pupils can be given the better for the welfare and morale of the school."

"I have heard the argument advanced that the trouble with athletic competition is that only a few can make the various teams and that the great mass of students therefore derive no direct benefit from athletic competition. In answer to that I think that the benefit in school loyalty which is generated and built up through loyalty to the schools' athletic teams can be counted as being a direct benefit to the entire school and a benefit directly traceable to athletics. There is no one thing that builds up and holds school loyalty on a high plane better than does the interest and loyalty to the school's athletic teams. In a large school only a small percentage of the pupils may make the team but every pupil and the school as an

institution is benefitted by the spirit which these teams call forth. In a small school oftentimes it is hard to get enough material for a successful team, but the improvement in school spirit through athletics is just as great in a small school as in a large one, and oftentimes much greater when a small school puts out a team that chances to be an exception, and which goes out and defeats some of the larger schools. "

Furthermore, the influence of athletics in building up school spirit within the school is not by any means the only way in which athletics can and does work for the good of a school. One of the hardest and greatest problems which school officials are called upon to face is public apathy and indifference as to the schools and their needs. Anything which will help to encourage the public to take an interest in school affairs is certainly going to do the schools a great deal of good.

Right here is where school athletics play an important part. Public interest is created in the athletic teams of a school. Through those athletic teams the interest is attracted to the schools themselves. Public interest, which at first takes notice of the athletic teams only, is later intensified, and at least a part of that interest is bestowed upon the school which the teams represent. Athletic competition in that way acts as a sort of general drawing card for the school. Through acquaintance with its athletic teams the public is gradually drawn into acquaintance with the school itself, and becomes familiar with the institution; its position in the community and its hopes; its aims and its needs. Such an acquaintance

between school and public is bound to work for the best interest of the school. From personal observation I do not believe that there is any one thing which can bring a school in closer touch with the public which it serves than the athletic teams of the institution.

"Not only does athletic competition by school teams increase the spirit and morale of the school but it increases the spirit and morale of the community as well. School competition is clean competition. School sports are regulated sports and are planned to bring out the spirit of fair play and clean sportsmanship as well as the spirit of "fight to win." Such clean sports are a benefit to any community, they put sports on a higher plane and in that way teach good sportsmanship and fair play to the entire community and not only to the pupils of the school."

"The interest which school sports attract in a community brings home to that community the benefits of healthful exercise and clean sports. The community becomes alive to the physical as well as the mental needs of its children and this live interest on the part of an entire community is one of the chief causes why so many communities are seeing to it that adequate space is being provided in new schools and old for the proper physical education of the children. "

"School athletics need not mean only competition by a small number of pupils. Class competition and general training can be made to include an entire school. And not only are high schools finding that athletic competition is a good thing

for their institutions, but grade schools as well are coming to recognize the benefits in school spirit and morale which are to be had from athletics. "

"From personal experience and observation I do not believe that there is any department in a school which gives as large returns for the amount of money expended as does the athletic department. The success of any business institution depends very largely upon the spirit and morale of the workmen who are employed by the institution. So, too, the success of any school depends very largely upon the spirit and morale of the pupils in that school. "

"Anything which will help to improve the morale of a school helps to further that school's chances to be a successful school which can be a real benefit to the community which it serves. There is nothing, to my mind, that stimulates greater interest in school spirit than school athletics. They not only increase the school spirit, they increase the interest in school work, for in a properly conducted school the good athlete has also to be a good student. In this way athletics are a help to scholarship as well as to school spirit. "

"And not alone are school athletics a help to school morale but they are a help to the morale of the entire community. Every school needs greater interest in its work on the part of its public. School athletics go a long way toward bringing this increased public interest in the school. "

"I have seen school boards that violently opposed any appropriations for athletic purposes. I have heard them

denounce athletics as 'too much play stuff,' heard them say that the children could get plenty of exercise without the school spending the tax-payers' money for a lot of athletic equipment. And I have seen these same Boards, after they had seen what athletic interest did for the school and the community, pass large bills for athletic equipment without a dissenting vote. Too many school boards I believe still have the wrong idea about athletics when they consider money spent for athletic equipment as thrown away. "

"Properly conducted school athletics can do as much for school morale, community morale, community understanding and the upbuilding of healthful, square dealing citizens as any one thing. Athletics can play a prominent part in school administration."

In order to best present the functions of high school athletics as we have mentioned them it is absolutely essential that the qualifications of the man who is to take direct charge, that is, the physical director in the high school, must be selected with the greatest of care. The instructor in athletics needs to be judged by the standards of character, training, experience, and personality that continue to be recognized when choosing an instructor in English or Chemistry or Bible literature.

The qualifications of an ideal coach (and there are such coaches) have been so well stated by Dr. Meylan that he is quoted in full on this point:

1. Irreproachable character. This is absolutely essen-

tial because of the tremendous influence that a coach has over high school students. Educators recognize that the molding of the character of young men during the impressionable years of undergraduate life is the chief function of a high school education. Educators admit further that character is developed mainly through the activities, play, and social relations of everyday life. It is, therefore, of the utmost importance that the high school athletic coach be a man of high ideals and unquestionable character, who endeavors to make the sport of which he has charge a source of strength to the institution as a whole and a means of promoting those ends for which a high school primarily exists. He must see to it that honorable conduct, fair play, and the students' obligations to the educational standard of the school be not sacrificed in the endeavor to gain athletic victories.

2. Leadership and enthusiasm. The coach must be a natural leader, capable of arousing enthusiasm and winning the respect, confidence, and support of the students.

3. Knowledge of technique and ability to impart his knowledge to others. The ability to teach football, baseball, running, or rowing, is quite a different thing from the ability to perform well in these sports. There are many excellent performers, some good teachers, but very few who combine both qualities. Ability to teach is absolutely essential for a good coach; ability to perform well is desirable, but not essential.

4. Keen powers of observation, and common sense, which implies ability to size up the latent qualities of candidates

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for teams. This is a rare, but exceedingly valuable qualification. The most successful coaches are known for their ability to discover promising candidates. The story is told of a famous coach who was sitting in a room looking through a window when a student passed by on the street. At a glance the coach sized up the student as a promising oarsman and called to him to report for the crew. The student developed into an oarsman of exceptional ability.

5. Ability to correlate the condition of the men with the exigencies of practice. The coach must be able to bring the individual athlete to the highest degree of skill with the maximum of speed, strength, and endurance of which he is capable. This is extremely difficult to accomplish because it requires the modification of coaching and training methods to fit the needs of each individual according to his temperament and peculiarities. In the long run, the coach most likely to succeed is the college man who takes up coaching as his life's work, because he is enthusiastically interested in athletics and possesses the necessary qualifications. In order to attract men properly qualified to enter the coaching profession, appointments should be made by the college authorities on the same basis as appointments in other branches of instruction. This policy is advocated by the National Collegiate Association, and is already in practice in a number of colleges.

It is sometimes said that if a coach understands that he



must win to make good he will neglect the interest of the many for the special training of the few. These few will be over-trained to their own eventual physical injury whereas the many pupils who need training are neglected to their great injury. These few, instead of getting an all around general physical education will be subjected to highly specialized development for the accomplishment of specific feats. The activities become totally divorced from the normal play needs of youth. Performers become the highly specialized agents of the spectators. This is true in part. On the other hand there are certain awards of superior athletic achievement. It is absolutely essential, I believe, to maintain highly specialized teams. I believe that in any activity we need ideals of performance; unless we have some ideals, some goal to achieve, the edge is taken off the activity. We have ideal music, languages, machines. On the same grounds we should have ideal teams. We need superior athletes to set a goal for others provided these ideals are high in sportsmanship, fairness and general development.

Another objection frequently made to prep-school competing in various sports at big tournaments like those held at Chicago, Northwestern, Illinois, Wisconsin, Michigan, and other colleges. The arguments advanced are danger of over-exertion, and the placing of too much value on such victories.

Whether a secondary school athlete "burns himself out" from too much competition, as has frequently happened, depends on the wisdom of his coach. The conscientious mentor

will not sacrifice a boy for the sake of additional points.

So far as this factor concerns big meets, we think there is less danger than in dual or smaller meets. In the inter-sectional affair, the competition is keener, and a boy hardly can hope to excel in more than one or two events. In dual meets, one athlete sometimes is called upon to capture enough points to determine the result.

Overstressing athletics is an old argument -- on the same basis as the discussion between the relative advantage of inter-collegiate competition and intra-mural sports. I believe in outside competition, both for college and prep athletes. I think there is keener effort to make teams which go away on trips. I think the experience gained in big meets raises the caliber of sport.

There is one question regarding high school athletics that has been discussed pro and con for many years. This is regarding the advisability of girls participating in athletics. In some states girls are prohibited by law from engaging in school athletics. This to my mind is a serious handicap to the growing girl who has the same principles and fundamental ends to be gained from engaging in athletics. There are some interschool games, especially in basketball. Everything in this respect indicates that the women will make the same mistakes that the men have blundered into. Certainly there should be no extension in the interschool field if newspaper publicity, extreme specialization, and the professional spirit are to appear.

The high school girl should have competitive games under close supervision and every opportunity should be given to develop self-control in emotional situations. This has been dealt with elsewhere.

The high school girl should profit greatly from interscholastic sport. A desirable development would produce a real interscholastic affair, in which two institutions would come together as student body and faculty for a day of friendly festival and contest. There might be an address by the principal of the school in the afternoon, varsity and class contests in a wide variety of sport and games. The idea of such an interscholastic occasion might well be expressed in educational values such as flow from mutual understanding, keen rivalry, and clean sportsmanship. If interscholastic sport for girls is to be a junket, then let us not have any; if it will become an interscholastic occasion, an educational drama, we may look forward hopefully to its initiation.

VI. Place High School.

Up to this point we have been dealing with the two phases of the aims of high school athletics and physical education in general. Now let us turn for a while to the place that physical education has in the curriculum of the average high school and the manner in which it is treated. Also we will try to suggest a feasible plan for the establishment of high school athletics and physical education and the place that it should occupy in the education of our youth. Every community has paid

The first thing I noticed when I stepped out of the car was the smell of the sea. It was a salty, briny scent that seemed to fill the air. I took a deep breath and felt a sense of peace wash over me. The sun was shining brightly, and the waves were crashing against the shore. It was a beautiful sight, and I knew that I was in for a great day.

I walked along the beach, feeling the sand between my toes. The water was warm and inviting, and I knew that I was going to have a great time. I saw a group of people playing in the water, and I knew that I was going to join them. I took off my shoes and walked barefoot on the sand. It felt so good, and I knew that I was going to have a great day. I saw a group of people playing in the water, and I knew that I was going to join them. I took off my shoes and walked barefoot on the sand. It felt so good, and I knew that I was going to have a great day.

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less attention to physical education than is desirable. Our problem is to overcome social inertia. Much of our athletics comes after school periods, that is, it is an ultra-curricular subject and is regarded as such. This is not a bad plan, in fact, it is very good, for it keeps the boys busy during the time that they would otherwise be loafing, some of them, in undesirable places. In a study of Illinois and Iowa schools with some 40,000 pupils in 190 schools it was found that physical education did not occupy even an average place in the curriculum of the schools. It was found that less than one hour per day was devoted to the physical well being of the pupils. It was also found that girls engage very little in athletics of any kind. It was further found that physical education consisted largely of athletic contests, and that physical education was an elective study rather than a required subject. Two hundred hours for the entire four years is entirely too small a time given to this very important phase in the development of the high school student.

In the modern high school it is the belief of Professor Belting, formerly of the University of Illinois, now Professor of Physical Education at the University of Iowa, that as much time should be spent on physical education as on English, mathematics or any other of the generally accepted subjects. A plan as suggested by one who is in close touch with the high school and its problems and who has made a thorough study of the situation includes first, physical education required of all. He would give special corrective exercises

to those who are found to be physically defective by medical examination. Second, he would set aside a period from sixty to seventy five minutes for physical education for all students. This would necessitate dividing the school into groups according to their choice of activities. Such games or activities as tennis, baseball, track, walking squads, and all sorts of running and jumping games that are natural and common with the average peppy and enthusiastic boy would be included among the possible choices of the student. Some of the faculty should be used as a supervisor for each branch of the athletic activity in which he was best suited to direct. Third, he would secure a director who would meet the qualifications mentioned heretofore and thoroughly able to handle the situation.

From this suggested plan we draw the conclusion that the importance of high school athletics cannot be over-emphasized. They play just as important a part as any of the so-called necessary subjects of the curriculum in the modern high school.

VII.

Kinds of Rewards.

In concluding, I should like to summarize some of the rewards of superior athletic achievement. First, the incidental rewards. a. Victory - the joy of winning. b. Hero worship by other students - the joy that comes to the individual in having others make over you. This is all right and absolutely natural but it must be made one of the incidental rewards. c. Publicity. Again it is perfectly natural for the student to desire publicity and be pleased at seeing his name in pub-

lic print but he must above all things guard against conceit.

Second, personal awards. The clean, wholesome enjoyment that comes with having played hard and played well, in spite of injuries and fatigue or even defeat. b. Having learned to be master of one's own body. The consciousness that one has of his own skill. The feeling that you can put the shot fifty feet, run the hundred in ten seconds, can hit the ball to deep center. c. The moods and joys that come with feeling of bodily fitness. This comes with the well toned body. It is the spirit, life, and feeling that comes with the so-called animal fitness. Much as a horse ready to run the derby prancing and ready to start. d. The feeling of assurance in dangerous places. This fact was borne out in the recent war. Many of the heroes that we heard of had already proved their athletic and physical power on the athletic field. e. One receives a larger perspective of life. Supervised athletic achievement means getting away from pettiness, from little worlds of our own.

Third, social awards. a. Respect for the other fellow. We learn this through cooperation with him. We learn to know that there are other desires beyond our own. One grows to respect skill and prowess in others. One learns to judge his own powers by playing against other men. b. Cleaner community living. This comes from learning to avoid things that deprive you of personal award. That is, each individual striving for personal gain having in mind the other man will

cause within his community a higher type of living. One will learn to live, eat and engage in all activities with others with the highest ideals of life before him. c. Competition brings communities together. It is a great thing for one community to have rivalry with another community. It is also a great thing for one community to be loyal to that community. This can be developed through intersectional contests. We have examples of this in several of our neighboring high schools when sectional and semi-final tournaments have been carried on. In going from one community to another they learn the habits, ideals, and advantages of the community in which they are visiting.

Someone has said that athletics is a social substitute for war. One of the most honest ways to become acquainted with an individual or to know a group of people is to compete with them. Keep in mind, however, that your opponent is not your enemy. The Olympic games to my mind are one of the most significant instruments for establishing world wide relations. Here men from all parts of the world gather to compete against each other and in this way come to know the habits, ideals, and purposes of the other fellow.

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